



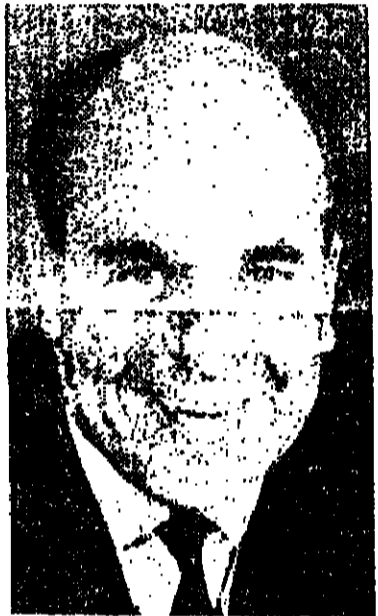


Current prices push Government savings target up to £60m

by Frances Gibb
The Government is committed to saving at least £60m from further and higher education by 1978-79...

Optimistic Warwick says jobs are not in danger

Warwick University will survive 1977-78 without any need for staff redundancies, Mr John Butterworth...



Mr John Butterworth: "Time for long-term planning"

that a medical school should be set up... It may seem opportune at this time of economic difficulty...

FAR FROM THE MADDING CROWD THOMSON SMALL & FRIENDLY LOW, LOW GUARANTEED PRICES FROM £49

Court decision helps student Easter benefit claims

by Alan Wood
Parliamentary Staff
Students' claims to supplementary benefits in the Easter vacation were being dealt with strictly in the order in which they were received...

Adult literacy work 'should pass to FE service'

Mr Bill Devereux, director of the Adult Literacy Resource Agency, believes the agency should be self-supporting within three years...

Scots want Ministerial control

A vote of no confidence in the future of local government in Scotland was taken by the Scottish Parliament on March 11, 1978...

Grant saves atlas

A piece of highly specialized academic research at Edinburgh University has been saved from indefinite postponement by a \$160,000 grant...

Universities 'get most protection'

Universities, together with the police and the probation service, are enjoying the most Government protection from financial hardship...

Computer can rove to service 'slaves'

A new type of cheap and versatile computer has been developed at the City University, London...

Workshop to research in libraries

Newcastle Polytechnic is to start an experiment to assess the effectiveness of travelling libraries as a means of reaching hard-to-reach areas...

'Concorde mentality' warning in educational technology

Fears that many governments would develop a 'Concorde mentality' as they rush to do with educational technology...

£88,000 for library study

A Bath University team is to examine how a national computer record of library books and periodicals can be used locally by universities and public libraries.

Computer link-up includes schools

Cambridgeshire College of Arts and Technology's recently installed Data General Eclipse S/200 computer is now providing computing facilities for 25,000 students...

On the other hand

That's not funny

I made one of my rare television appearances last week on a BBC 2 programme called It's No Joke...

Blinding

Curious how people use the adjective "blind" to absolve themselves from responsibility for their actions...

In a Fixx

James F. Fixx is not the sort of person you would want to meet on holidays. As the rain pours down...

Band parade

The debate on universities and manpower planning has taken a novel turn with the suggestion that they could do more to keep big band music alive...

Bookmaker (6)

My series of tips on how to write your university novel are now complete. As you have seen...

Jargon jungle

Those of us who think that circus is a form of entertainment held in a tent and involving elephants...



The bear: a semiotic approach

that for every insight you can mine out of the jargon, 100 banalities cluster round it. For instance, the chapter on "The Semiotics of the circus poster" describes some sort of prize.

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الذبح والضحى





# The balmy days are over, but eduspeak still rules OK

Nicholas Bagnall looks back on 20 years as an education correspondent

I am not sure how people become education correspondents nowadays, but 20 years ago it was very simple. A single leader page article in a national newspaper was enough to give one the standing of an expert, there being no one much else in the field.

My own passport to authority was a closely-researched little piece headed "Anomalies in London School Plan", followed soon afterwards by another called "Why the Eleven-Plus Should Stay". In no time at all I was interviewing Mr Harry Ree on television.

I was to say to him: "Would you say the 11-plus was crucial, Mr Ree?" and he was to furrow his brow for a second and reply: "No, I don't think it is crucial," and that was more or less how it went out. Both of us have changed since then.

Things were not all plain sailing in those days, though. For my London School Plan piece I rang up various head teachers to get a sharp call a few days later from the LCC press officer. If I was caught talking to any more LCC employees, I was told, he would report me to my editor.

However, it was not until the end of 1965 that I became a full-time education correspondent, by which time there was a lot of competition, and more "spokesmen" for this and that. The aim (with a few exceptions) was to bypass the spokesmen and talk to the policymakers as it is today; but this was sometimes difficult—there did not seem to be a policy.

A staunch contact was Sir John Newsom, then on the move from the Plowden Committee to the Pub-

lic Schools Commission. At first I had him all to myself, until the National Union of Teachers, whose journal I had been editing a short while earlier, had done a survey among its members about the right age of transfer to secondary school, and I duly disclosed its results.

Meanwhile, Lady Plowden was convinced that the information which had also been sounding teachers—and that John had spilled the beans. She had him a dressing-down, in which he blamed me. What a mix-up.

But he was a wonderfully elegant man with a leak. At dinner with myself and two other trustees he started talking about the All Souls' Group, which I knew all about as I had been to its meetings. It was a bit surprising when he handed each of us a little folded card with the names of the Group's officers and so forth.

Much later I came across this card and a tiny slip of paper fell out which I had not noticed before. It carried (too late) a first-class tip. I do not know whether the other two had the same.

Anyway, good times were soon to come for the education correspondent. Student unrest was upon us. One tends to forget nowadays what passionate these events were, not only among radical students, some of whom had actually read Engels and the early Marx, but also among newspaper editors.

For me, students' feelings were typified by an incident on the night those gates came down at the London School of Economics. Clare Marker and Houghton Street were in some chaos, with police and students struggling, while Black Maria stood by a young lecturer called Robin Blackburn with a loud-hailer pleaded for restraint, and other lecturers less sympathetic to the student cause stood inside the doors taking names.

A very polite, very furious girl came up to me as I was observing

# New initiatives are needed in education for development

British academics should not go abroad to "give aid" and to teach the developing countries how to set up a university or college on British lines, but in a real spirit of cooperation, seeking to learn much about the ways another society is tackling its problems and hoping to enrich our own educational tradition.

In Britain's terms, the time is opportune to reassess the contribution we can make in the developing world. The planned rise in the fees paid by overseas students studying in Britain will force a re-evaluation both by overseas governments who sponsor students and by private families who support their children to come to this country.

However, the re-evaluation of the returns gained from studying in Britain is not merely a product of the rise in fees; it also reflects the many countries, initially, they had to "import" what education they could get and that, in a sense, was the surplus output of empty places in the developed world. Today many countries have set up their own institutions which have achieved an international reputation over a limited range of disciplines, allowing them to offer qualifications sufficiently attractive in their own right to "keep their students at home."

It is, however, difficult for many developing countries to establish their own courses, they need in subjects such as engineering, construction and applied sciences due to the relatively high cost of such facilities in universities and colleges, and because the indigenous people already qualified can command much higher rewards working for multi-national companies.

It is against these demands that the existing British contribution might be measured and future plans laid. In general it might be said that up to now, Britain has accepted large numbers of students to study on courses in our universities and colleges not specifically developed to meet the needs of the overseas students, and that we have accepted too often to the developing countries our existing courses and practices which assist them in establishing their own institutions.

These happenings and demanded: "Are you a professor? I feel like Clivia the Peet, taken to pieces by the mob in mistake for a conspirator. No," I said. "Well, if you had been, you ought to have been ashamed of yourself," she shouted, thus, with a fine use of the remote conditional, having the last word.

But don't the legends grow! The other day a colleague of mine (not an education correspondent) was recalling the night when "students tore down the gates of the London School of Economics". Well, it was not quite like that. A few rather flimsy internal barriers had been in a firm removed with the help of a medium-sized screwdriver.

No doubt the newspaper cuttings had misled my colleague. Edmundo covered at a spot of violence; they were genuinely shocked by the sight of undergraduates questioning what their teachers taught them. It was not

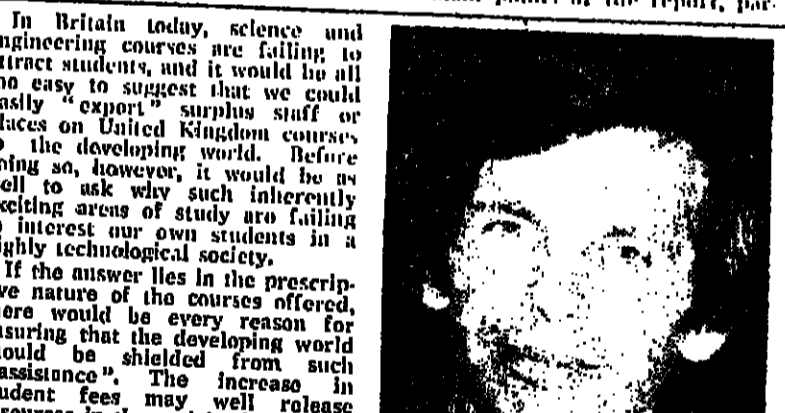


London School of Economics in 1966: passion among both students and newspaper editors.

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Mr Mike Salmon

ideas outlined below are therefore only put forward to illustrate a small part of the possible range of opportunities with which we may be presented:

- bearing in mind the large numbers of overseas students on existing courses in Britain, building in large areas of student choice and offer "relevant" options;
- providing special training courses for engineers, to those with experience from developing countries who are themselves engaged in education in their own country and assisting by helping them to design curricula and teaching materials, knowledge and design their discipline, which could give them more confidence to develop relevant courses on returning to their country;
- promoting research into the needs of developing countries, possibly courses, possibly by relating the project/dissertation demands of courses to these research interests;
- establishing a more effective dialogue between the cultural and industrial representatives of developing countries in Britain and institutions of higher education in order to discover, precisely what types and levels of skills are required;
- establishing centres for special

What happened to the James report?

The author is head of the Centre for Applied Economics and the North East London Polytechnic, The Council for Educational Research is in London, the Council for Educational Research is in London, the Council for Educational Research is in London.

# A new type of game demands new types of rules

Daphne Jackson discusses how curriculum changes raise problems of professional recognition

The employment pattern of scientists has changed significantly in the past 10 years, with a marked increase in the number of new graduates entering posts in commerce, including accountancy, banking and insurance. Even among those entering industry there is an increased tendency to go directly into management, in contrast to later entry into management preceded by a period in research and development.

The employment trend for physicists, shown in Figure 1, reflects the fluctuations in industrial activity although the recruitment of science graduates is less specific to particular industries than that of recruitment of engineers and technologists.

Over the same period, major changes have occurred in higher education. New institutions have been created, others have been reorganised. There are now well over 60 departments in universities and polytechnics offering degree courses with physics as a main subject.

Under the influence of criticism from industry and of the later "swing away from science", attempts were made to create new degree courses which seemed in various ways to be more appropriate to the times. Many of these courses offer students a wider choice of subjects than is available in a conventional honours degree course, with the consequence that less time is devoted to the principal subject.

The trend in physics is illustrated in Figure 2, which compares the number of graduates from single honours degree courses with other honours degree courses with other subject such as economics, music, or a modern language.

The more unusual courses are not solely the invention of the polytechnics; indeed only seven to eight per cent of the new graduates in physics in 1973-75 held CNA qualifications. Many of the combined degree courses are provided by the new universities and potentially the largest source of interdisciplinary degrees is the course unit system of London University. The tripos system at Cambridge University has allowed study of varied combinations of subjects for many years.

Physicists in industry have expressed concern about the standard of the new courses and the quality of graduates. Those responsible for recruitment regard such combinations of subjects as "unmarketable", and are sceptical about the value of any broad environmental science courses. There is also increasing concern about the comparability with other BEC qualifications which require four to five years of study.

The Institute of Physics has decided on certain general requirements for recognition of the combined and modular courses. These include the requirement that the physics content should be comparable in rigour with the corresponding material taught in a single honours course, and that the other subjects should be recognized academic subjects taught by specialists in those disciplines.

It was also decided to include as part of the "physics" content of any degree course those aspects of mathematics which the department offering the degree considered to be an essential part of a training in physics.

With these guidelines it was agreed that the minimum requirement for corporate membership should be an honours degree with not less than 50 per cent of physics supported by several years of appropriate professional experience. The Institute of Mathematics and its Physics take a similar view, while the Royal Institute of Chemistry requires at least second-class honours.

The normal route to corporate membership is an honours degree with not less than 65 per cent of physics and three years' experience. Pass or ordinary degrees with 50 per cent or more of physics lead to the non-corporate associate membership, which may be followed by an honours degree with at least three years' experience.

Of the BSc courses considered by the Institute of Physics, only a few fall to provide a route which meets these requirements, although not all students on a module course will take this route. The Open University degree is not acceptable at present. Only a very small number of BEC degrees meet the standard for membership or for associate membership.

When dealing with individual applications, it is usual to take particular note of the nature and level of responsibility of the applicant's physics teaching in schools, the degree of physics department in colleges of education, and the quality of corporate membership on the basis of a subsequent career in physics and a candidate who lacks qualifications although they may be elected on the basis of outstanding contributions.

Candidates who have moved out of physics are considered if they can show a previous period of work requiring a knowledge of physics. It is not, after all, the practice to remove from membership or fellowship those who become company directors or vice-chancellors.

Through its review of courses, the membership committee of the Institute of Physics has become concerned over a number of fundamental issues such as the future of physics teaching in schools, the plight of physics departments in colleges of education, and the quality of corporate membership on the basis of a subsequent career in physics and a candidate who lacks qualifications although they may be elected on the basis of outstanding contributions.

By no means every qualified scientist sees the need for professional institutions with grades of membership, but it is necessary to establish the significance of professional status and to include this concept in the counselling of sixth-formers and students.

Professor Jackson is head of the department of physics at Surrey University.

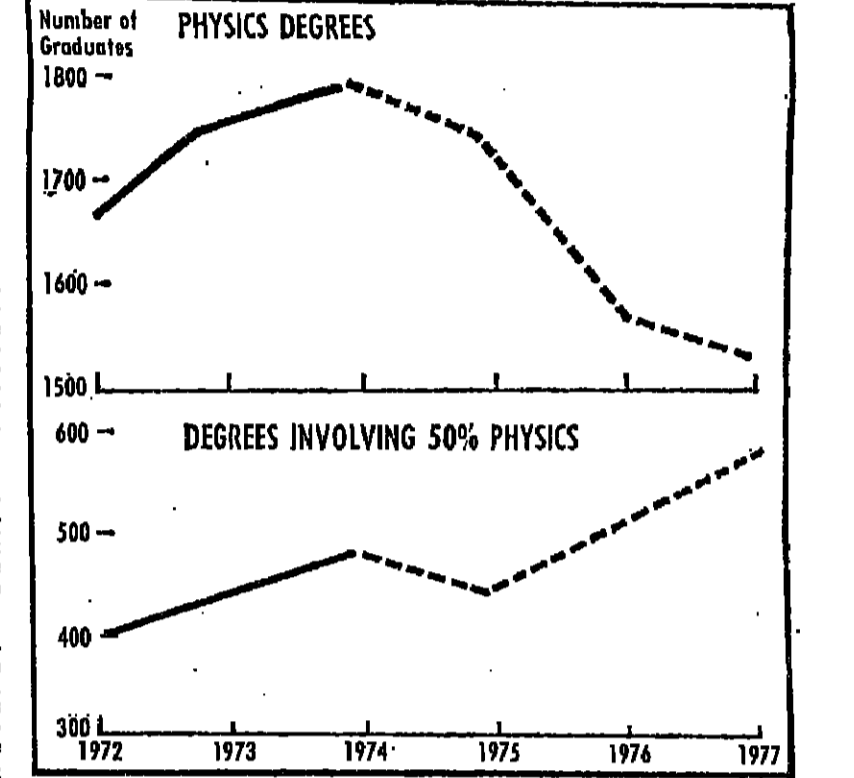
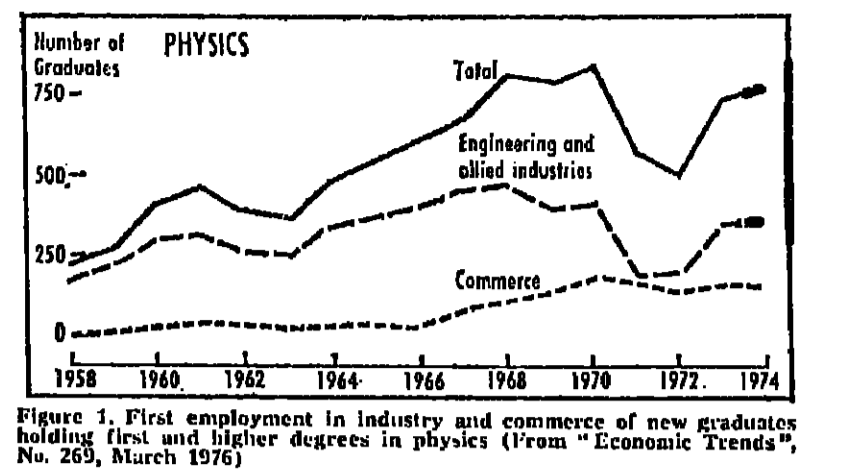


Figure 2 Actual and forecast maximum numbers of graduates from single honours degree courses and from other degree courses involving 50 per cent or more of physics. (Revised data from universities and polytechnics to a questionnaire in January 1975.)



# Whatever happened to the James report?

When the James report first appeared in 1971 it was treated as a document of great significance. The colleges of education, despite their dislike of it, expected it to be some kind of harbinger of their futures, and realized that some of the recommendations it contained might well be used against them by the Government.

The subsequent White Paper, and grants which followed, did not immediately destroy this assumption. It is only now, in such difficult circumstances, that we can begin to reassess the value of the report.

The James report looks very young after a short passage of time. It is a document that has been largely forgotten, and its impact is now being reassessed. The report was a landmark in the history of higher education in Britain, and its recommendations have shaped the curriculum and the structure of many of our universities and polytechnics.

The report was a landmark in the history of higher education in Britain, and its recommendations have shaped the curriculum and the structure of many of our universities and polytechnics.

There is a great difference between what the James Report actually said, and the way it is now being remembered and cited. The best example of this is the Diploma in Higher Education. Originally conceived as a shortened version of a degree course which would give students the chance of greater mobility between courses, and indeed, between institutions, it has now become a stepping-stone on the way towards a degree, an excuse to remove a number of the weaker students.

The most significant change between the original document and its subsequent interpretations lies in the "third cycle" of the provision of a wide range of activities to extend teachers' personal education and professional competence.

"To none of these recommendations," we read in paragraph 2.1, "do we attach greater importance than for they determine a great deal of the thinking which is still the crucial importance of the third cycle, as originally envisaged, was that it concentrated on professional understanding."

The "personal education" was undergone from the point of view of the teacher, and the "professional competence" was envisaged as something more than a few skills. The report went out of its way to

misunderstand the original document. There is a gap between avowed intentions and actual suggestions. One principle was to abolish the gap in prestige between teachers trained in different kinds of institutions.

A solution was glimpsed—that of making colleges undertake courses that no university could touch. But now the James report is cited in defence of colleges of higher education which compete with universities on the same terms and can at best become pale imitations. This was hardly the original intention.

The James Committee could not have foreseen the financial difficulties we now face, and therefore the complete failure of cycles two and three on which their report depended. But it is worrying that some members of the committee are now to be heard defending the first cycle diversification, forgetting that they had once said that it could not be taken out of context.

It is both sad and worrying to find arguments for the improvement of the training of teachers buckle under falsely-remembered principles and snap under the pressure of administrative convenience.

**Cedric Cullingford**

The author is assistant director of studies at Charles Mason College of Education, Ambleside.

السنة 1350

NORTH AMERICAN NEWS



Michael Binyon reports from Washington

The director of the National Science Foundation has warned of a bottleneck in academic appointments

Young scientists 'being frozen out'

An entire generation of bright young minds may be lost to scientific disciplines because there are no teaching posts left in universities...

Such a high proportion of young and middle-aged lecturers in science and engineering departments now had tenure that normal attrition...

All this was exacerbated by the sharp projected fall in student enrolment...

The National Science Foundation projected a total of about 210,000 graduate students pursuing advanced degrees in 1985...

Top HE post for Professor Trow

Professor Martin Trow has been appointed director of the Centre for Research and Development in Higher Education...

The centre is operated with Government and private foundation funds amounting to about \$500,000...

Public colleges set to peg charges

Public universities in America will be able to hold down their tuition costs next year to virtually the same rate as they now charge.

These are the findings of two recent surveys by the New York Times and the College Entrance Examination Board.

Other costs, however, such as residence and board charges, will go up at almost all institutions...

The steep rises of the past few years have hit lower and middle-income families particularly hard...

For students at some of the more prestigious private universities fees alone will be over \$7,000 a year.

Union sues in salary dispute with new institution

The first thing a new university that has just been created in the city of Washington will have to do is appear in court.

Women still make up 10 per cent of the total number—1.7m—of employed scientists and engineers in America.

Black scientists, however, had a very low unemployment rate—less than 1 per cent.

Design-your-own-course plan

Students at Dartmouth College may now design courses to be offered as part of their undergraduate curriculum...

These seminars are designed to allow students some freedom in the curriculum...

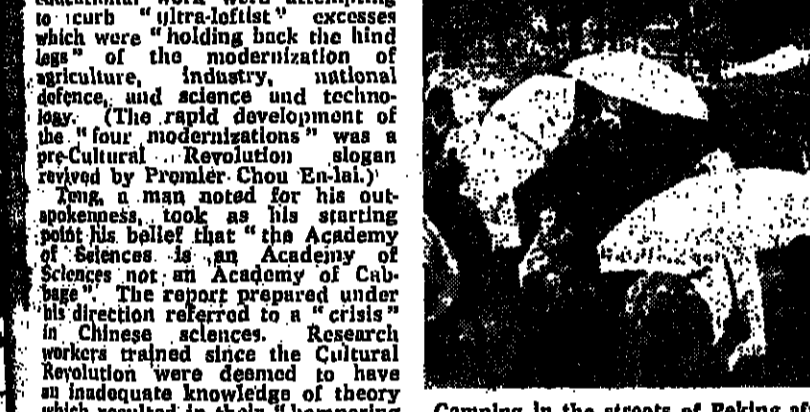
New attack on 'gang of four'

The People's Daily published a report by the Chinese Academy of Sciences on March 9...

The report recommended that "accelerating the advancement of scientific research should be the focus of all work."

China has long been engaged in earthquake prediction work and, according to the report...

Now, however, a different version is being offered. According to the People's Daily article...



Campers in the streets of Peking after last year's earthquake.

Iran police 'spying' on students

Accusations that a programme of cooperation with Iran at Qom College, City University of New York...

The NEA said this was in contradiction to the wording of the Bill establishing the university...

The University of the District of Columbia is in effect the last state university to be set up...

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Students at Dartmouth College may now design courses to be offered as part of their undergraduate curriculum...

These seminars are designed to allow students some freedom in the curriculum...

More courses faced with increased quotas

Despite protests and demonstrations by pupils and university students...

The significance of this statement, which was one of several articles on Chinese science...

Either the present leadership is "stealing the Whites' clothing" which seems highly unlikely...

The rehabilitation would be welcomed by most Chinese intellectuals, who respect him for his undogmatic approach...



Campers in the streets of Peking after last year's earthquake.

Practical doctors

The new medical school at Flinders University, in South Australia, will introduce a unique medical course...

The annual report for 1976-77 of the Student Loan Fund—financed 50 per cent by government...

Two new universities are born

The university centres at Mulhouse (Haut-Rhin) and Le Mans are to be upgraded to full university status...

As a university centre, Le Mans has built up a solid reputation in the area of the microelectronics industry...

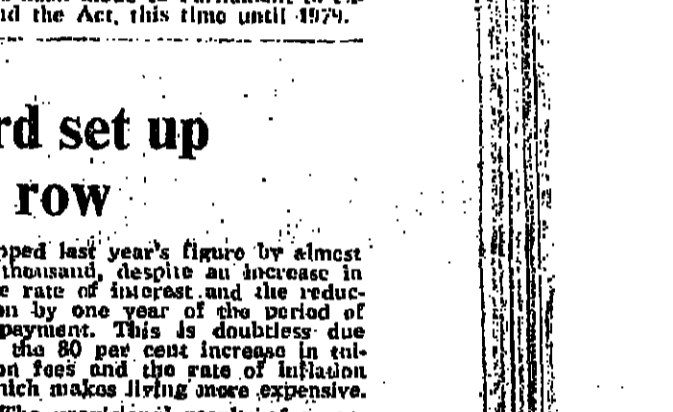
Independent board set up in bid to end fees row

In an attempt to avoid the inevitable annual confrontation over tuition fees...

The provisional results of a representative sample survey of 2,000 students made by the Central Bureau of Statistics...

All parties have agreed to accept the committee's decisions. However, the NUS has in the past faced the refusal of student unions in Italy...

Provisional figures for 1976-77 show that while the total number of students in the higher education system...



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On theoretical method

The Structure of Sociological Inference by W. Baldamus

Cl Baldamus, recently retired from a tumultuous few years as chairman of the Birmingham University department of sociology...

So reacted to his quantitatively minded colleagues, however, in what was basically a charitable way...

So he survived for many years, moving into the department of sociology and eventually into its Chair, using his experiences to draw conclusions about what was always his main interest...

The perversion to which I refer comes out early in The Structure of

Sociological Inference. At the very outset he tells us that the present position in social science "has its compensations".

This appears to leave little hope for a science of sociology, but after one or two still very perverse chapters in which he seems to be demonstrating nothing less than the faculty of all sociological conceptualization...

Baldamus applies this paradigm to a number of areas of empirical research and to several theoretical traditions in order that he should be able to discover something not about research methods or about theory, but about the method of theory.

empirical inquiry, he has little time for the work of the Cambridge school of industrial sociology and seems to suggest that it suffers from the defects that Weber's industrial researches did. In all these cases technicians take over and the serious problems are ignored.

The main part of the book deals with the methods employed by Parsons representing functionalism, Lazarsfeld representing the survey tradition, and modern Marxism, whose methods Baldamus sees as being summed up in a recent German dictionary of Marxist terms.

Provided that symmetric dichotomous schemes are limited to combining two dichotomies at a time, the distinctive nature of new theoretical inferences derives in fact from the opposition of consecutive rankings and the restriction imposed by the available reservoir of dualistic concepts.

This is to say we take two dichotomies together and try out an analysis in which one and then the other is given primacy of ranking.

The question which arises is "why should this be?" Baldamus gives two answers. One is the shape taken by best theoretical work from Kant to the present. The other is a simple guess that the human brain may be so constituted that it works that way.

John Rex

Ideal types and real people

The Dual Vision: Alfred Schutz and the Myth of Phenomenological Social Science by Robert A. Gorman

The merit of Dr Gorman's study is that it makes visible a fault in Alfred Schutz's philosophy of social science, which might otherwise have escaped notice. The book has lots of omissions, ranging from a complete spitting of infinitives to a blind tolerance of obscure formulations.

Phenomenology presented Schutz with a ready-made argument against the idea of a human science. The argument, which also plagued philosophers like Merleau-Ponty and Ricoeur, may be put as follows. Premise one: To bring something under the sway of science is to reveal objective regularities to operation in it.

Schutz sought to evade this picture of human science, and in particular to vindicate the ideal type as a form of social explanation which he found in Max Weber. He argued that Weber's typification was valid, since people acted precisely so as to lend their behaviour to characteristics.

What the author proposes instead would combine a social inquiry which respect for individuality with a concern for liberation. The prescription is a dark mixture and while some may find it potent, few can think it plausible.

Philip Pettit

EXHIBITION OF WAR ECONOMY DRESS

MUST BE SEEN BY EVERY GIRL AND BOY. Grafton Galleries, Bond Street, London W. From 3rd to 31st August 1918



A poster depicting women's wartime fashions, from 1914-1918 by Arthur Morwick, published by Fontana at Ebury House, London W.1

Mary mother mild

Alone of All her Sex: The Myth and the Cult of the Virgin Mary by Marina Warner

Miss Warner's study should sell very well indeed, with such fashionable ingredients as religion, art, history, sex and feminism. It could hardly fail, especially when approached with such clarity, intelligence and enthusiasm.

Some ways the mixture may be too rich for Anglo-Saxon Protestant tastes. Stylistic overkill invades the argument at critical moments, often topped up by clichés of quite stunning banality.

But such limitations, along with some weak history and the absence of any sustained anthropological perspective on the Virgin as myth and cult, do not leave merely a middle-class market for the interested and engaged. Well informed concepts of Virgin, Queen, Bride, Mother and Intercessor, with due weight given to their historic, doctrinal and visual transformations, is brilliantly done and is, paradoxically, clearer than any scholarly account.

What the author proposes instead would combine a social inquiry which respect for individuality with a concern for liberation. The prescription is a dark mixture and while some may find it potent, few can think it plausible.

Graham Harvey

Unfashionable masterpieces

Tobias Smollett: A Study in Style by Danian Grant

Among the major writers of the Augustan age, only Gibbon has been more seriously neglected by modern critics than have the subjects of these two books.

Grant's book has some characteristics which are disconcerting for Smollett's admirers and will reduce its efficacy as a plea to the unconverted. It is temperate in tone, unreliable in its judgments on writers other than Smollett, and obviously narrow in its rejection of other critics' views.

Coleridge's Poetic Intelligence by John Beer

The Romantic period was characterized by an extraordinary ferment of ideas, a riot of semi-scientific, semi-philosophical speculation matching the instability of contemporary society.

More important, however, is the ultimately hesitant character of Coleridge's praise for The School for Scandal. His comparisons with Candide and Molière are unhelpful, and he writes intelligently about the play's links with the comedy of sentiment.

David W. Lindsay

Poetry readings

Words into Rhythm by D. W. Harding

One could say, ungenerously, that this densely packed, sensitive and rewarding book was written to a new recipe for success. Everyone who cares about the matter knows that the rhythms of poetry (or for that matter prose, on which there are two chapters) are vitally important.

Professor Harding combines the qualities of a professional psychologist with those of one who has long been known as a perceptive literary critic, and his argument currently bridges the gap between close metrical detail of a text and human behaviour of a far wider range.

John Holloway

British Academy

Proceedings of the British Academy, volume LXI, 1975, is published by Oxford University Press at £14.50.

Among this week's reviewers: D. R. Campbell is professor of economic history at the University of Stirling.

David W. Lindsay, author of English Poetry 1700-1780, is lecturer in English at University College of North Wales, Bangor.

Reviewers

Philip Pettit, shortly to take up appointment as professor of philosophy at the University of Bradford, is author of The Concept of Structuralism.

Speculator in verse

Coleridge's Poetic Intelligence by John Beer

On the whole, these critical questions are not the ones Dr Beer unravels for us. As the title suggests, this is largely a metrical biography of S. T. Coleridge.

Beer does argue, plausibly but unconvincingly, that Coleridge's incessant pursuit of pseudo-science and metaphysics did help to shape what would otherwise have been an amorphous sensibility.

Allan Rodway

C. G. Jung The Symbolic Life

Miscellaneous Writings Translated by R. F. C. Hull

Originally planned as a brief final volume in the Collected Works, The Symbolic Life has become the most ample volume in the edition. It contains some 160 items spanning sixty years.

Dionysos

Archetypal Image of Indestructible Life C. KERENYI

In myth and image, in visionary experience and ritual representation, the Greeks possessed a complete expression of indestructible life, the essence of Dionysos.

Routledge & Kegan Paul

39 Store Street, London WC1





Universities continued

SHEFFIELD THE UNIVERSITY... DIVISION OF ECONOMIC STUDIES... Applications are invited for a post of Lecturer in Economics...

WARWICK THE UNIVERSITY... Applications are invited for a post of Lecturer in Economics...

LONDON THE POLYTECHNIC... Applications are invited for a post of Lecturer in Economics...

ULSTER COLLEGE THE NORTHERN IRELAND POLYTECHNIC... Applications are invited for a post of Lecturer in Economics...

HERTFORDSHIRE WARE COLLEGE... Applications are invited for a post of Lecturer in Economics...

DERBY DERBY COLLEGE... Applications are invited for a post of Lecturer in Economics...

Colleges of Further Education... Teachers of EFL... required for intensive and general courses...

Colleges and Institutes of Technology... DUNDEE COLLEGE OF TECHNOLOGY... Applications are invited for the post of HEAD OF DEPARTMENT OF CIVIL ENGINEERING...

Overseas... KELVIN GROVE COLLEGE OF ADVANCED EDUCATION... Applications are invited for the post of LECTURER IN RESIDENTIAL CARE...

Administration... THE ASSOCIATED EXAMINING BOARD... STATISTICS OFFICER... Applications are invited for the post of Statistics Officer...

General Vacancies... AGE CONCERN RESEARCH OFFICER... Applications are invited for the post of Research Officer...

KELVIN GROVE COLLEGE OF ADVANCED EDUCATION... Applications are invited for the post of LECTURER IN READING EDUCATION...

SOUTHAMPTON THE UNIVERSITY... Applications are invited for a post of Lecturer in Economics...

Fellowships and... DUNDEE THE UNIVERSITY... Applications are invited for a post of Lecturer in Economics...

Newcastle upon Tyne Polytechnic... Applications are invited for a post of Lecturer in Economics...

LECTURERS IN POLITICS... Applications are invited for a post of Lecturer in Economics...

Research Assistants... Applications are invited for a post of Lecturer in Economics...

LANCSTER THE POLYTECHNIC... Applications are invited for a post of Lecturer in Economics...

Colleges of Further Education... Applications are invited for a post of Lecturer in Economics...

Colleges and Institutes of Technology... Applications are invited for a post of Lecturer in Economics...

Overseas... Applications are invited for a post of Lecturer in Economics...

Administration... Applications are invited for a post of Lecturer in Economics...

General Vacancies... Applications are invited for a post of Lecturer in Economics...

KELVIN GROVE COLLEGE OF ADVANCED EDUCATION... Applications are invited for a post of Lecturer in Economics...

STIRLING THE UNIVERSITY... Applications are invited for a post of Lecturer in Economics...

LANCSTER THE POLYTECHNIC... Applications are invited for a post of Lecturer in Economics...

Research Assistants... Applications are invited for a post of Lecturer in Economics...

LANCSTER THE POLYTECHNIC... Applications are invited for a post of Lecturer in Economics...

Colleges of Further Education... Applications are invited for a post of Lecturer in Economics...

Colleges and Institutes of Technology... Applications are invited for a post of Lecturer in Economics...

Overseas... Applications are invited for a post of Lecturer in Economics...

Administration... Applications are invited for a post of Lecturer in Economics...

General Vacancies... Applications are invited for a post of Lecturer in Economics...

KELVIN GROVE COLLEGE OF ADVANCED EDUCATION... Applications are invited for a post of Lecturer in Economics...

General Vacancies... Applications are invited for a post of Lecturer in Economics...

KELVIN GROVE COLLEGE OF ADVANCED EDUCATION... Applications are invited for a post of Lecturer in Economics...

WALSLEY THE UNIVERSITY... Applications are invited for a post of Lecturer in Economics...

LANCSTER THE POLYTECHNIC... Applications are invited for a post of Lecturer in Economics...

Research Assistants... Applications are invited for a post of Lecturer in Economics...

LANCSTER THE POLYTECHNIC... Applications are invited for a post of Lecturer in Economics...

Colleges of Further Education... Applications are invited for a post of Lecturer in Economics...

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KELVIN GROVE COLLEGE OF ADVANCED EDUCATION... Applications are invited for a post of Lecturer in Economics...

JOHANNESBURG THE UNIVERSITY... Applications are invited for a post of Lecturer in Economics...

LANCSTER THE POLYTECHNIC... Applications are invited for a post of Lecturer in Economics...

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**KINGDOM OF SAUDI ARABIA  
UNIVERSITY OF RIYAD  
FACULTY OF ARTS**

Applications are invited for appointments to positions of Professors, Associate Professors, Assistant Professors and Lecturers starting Academic Year 1397/98 (1977/78). Applicants must be native speakers of Arabic (except for the Department of English):—

Position	Qualifications	Department	Specialisation
<b>PROFESSORS</b>	Either, holding Ph.D plus 5 years of subsequent university teaching experience as Associate Professor plus publications acceptable to Riyadh University. OR, holding Ph.D. plus Full Professor title already conferred by a recognised and accredited University.	Arabic	Grammar and Syntax
		Geography	Bio-Geography and Soils* (1)
		Geography Geography	Economic Geography* (1) Regional Geography* (1)
		History	European History (1)
<b>ASSOCIATE PROFESSORS</b>	EITHER, holding Ph.D. plus 5 years of subsequent university teaching experience plus publications acceptable to Riyadh University. OR, holding Ph.D. plus Associate Professor title already conferred by a recognised and accredited University.	Arabic	Grammar and Syntax (1) Ancient Arabic Literature (1) Rhetoric and Criticism (1) Literature and Criticism (1) Philology and Phonetics (1)
		Arabic	
		Arabic	
		Arabic	
		History	Islamic Archaeology (1) Ancient History and Archaeology (1) Archaeology (1) Ancient Civilizations (1) Islamic Arts (1) Medieval Islamic History (1) Islamic History (1) Modern Arabic History (1)
		History	
		History	
		History	
		History	
		History	
<b>ASSISTANT PROFESSORS</b>	Ph.D.	Arabic	Ancient Arabic Literature (1)—Female
		Arabic	Grammar and Syntax (1)—Female
		Geography	Physical Geography (1)—Female
		History	Medieval Islamic History (1)—Female
		History	Islamic History (1)—Female
		History	European History (1)—Female Modern Arabic History (1)—Female
		History	
		Mass-Communication	Journalism (Journalistic Writing) (1) Mass-Media (International and Theories) (1) Public Relations (1) Broadcasting and T.V. (1)
		Mass-Communication	
		Mass-Communication	
		Sociological Studies	Social Work (1) Social Work (1)—Female
		<b>LECTURERS</b>	M.A.
Arabic			
Geography	Grammar and Syntax (1)—Female Physical Geography (1)—Female Human Geography (1)—Female		
Geography			
English Language and Literature	Linguistics (1)—Female		
English Language and Literature			
<b>TEACHING ASSISTANTS</b>	B.A. (at least Grade Very Good)	Geography	Geography (1)—Female Cartography (1)—Female
		Geography	

(1) Applications should be sent (Registered) with curriculum vitae, testimonials and academic qualifications (unreturnable) and certified by the Foreign Ministry and the Saudi Embassy and marked "Employment Application" to

The Dean of the Faculty of Arts,  
P.O. Box 2456, University of Riyadh,  
Riyad, Saudi Arabia

(2) Only applications received within one month from the date of publication of this notice will be considered.  
(3) Candidates chosen will only be notified at their enclosed address.

**Saudi Arabia**

**COLLEGE OF MEDICINE AND ALLIED SCIENCES  
KING ABDULAZIZ UNIVERSITY  
JEDDAH SAUDI ARABIA.**

## TEACHING STAFF FOR PRE-CLINICAL SUBJECTS

The rapidly expanding Medical College of the King Abdulaziz University, Jeddah,  
invites applications, from both MEN & WOMEN, in the subjects listed below:

**ANATOMY:**

Assistant Professor,  
Demonstrator

FEMALE  
FEMALE

**PHYSIOLOGY:**

Professor or Associate Professor,  
Demonstrator

MALE &  
FEMALE

**BIOCHEMISTRY:**

Professor or Associate Professor

MALE

**HISTOPATHOLOGY:**

Associate or Assistant Professor  
Professor or Associate Professor

MALE  
FEMALE

**HAEMATOLOGY:**

Professor or Associate Professor  
Associate or Assistant Professor.

MALE  
FEMALE

**CHEMICAL PATHOLOGY:**

Associate or Assistant Professor

MALE &  
FEMALE

**MEDICAL MICROBIOLOGY:**

Associate or Assistant Professor

MALE &  
FEMALE

**IMMUNOLOGY:**

Associate or Assistant Professor.

MALE &  
FEMALE

**SEROLOGY:**

Assistant Professor or Lecturer

MALE &  
FEMALE

**PARASITOLOGY:**

Assistant Professor or Lecturer

FEMALE

**PHARMACOLOGY:**

Professor or Associate or  
Assistant Professor

MALE &  
FEMALE

**BIOLOGY:**

Professor, Associate and  
Assistant Professor

MALE &  
FEMALE

**CHEMISTRY:**

Associate or Assistant Professor  
(Physical)

FEMALE

Associate or Assistant Professor  
(Organic)

FEMALE

**QUALIFICATIONS:**

Applicants for teaching positions must have obtained a higher qualification (Ph.D or its equivalent) and suitable experience. Applicants for Clinical posts must be medically registered. Medically qualified applicants for the posts in Bio-chemistry and Pharmacology will be preferred. Applicants for the post of Demonstrator should have suitable qualification and experience.

**SALIENT FEATURES OF TERMS & CONDITIONS:**

**CONTRACT:** Contract is annually renewable with mutual consent.

**DATE OF JOINING:** Successful candidates will be required to join by

15th SEPTEMBER, 1977.

**PAY SCALES (in Saudi Riyals)**

No Income Tax. Currency in the Kingdom of Saudi Arabia is freely convertible and transferable. (S.R. 0.12 equivalent to £1.00. S.R. 3.54 = U.S. \$1.00 approx. as per current rate).

Post	Monthly Salary	Annual Housing Allowance	Monthly Medical Allowance	% of the basic salary
Professor	6,000-200-4,400	20,000	10%	
Associate Professor	4,800-200-3,800	17,000	15%	
Assistant Professor	3,600-200-4,400	15,000	20%	
Lecturer	2,200-155-5,525	11,000	25%	
Demonstrator	2,400-145-4,775	10,000	20%	

**MEDICAL ALLOWANCE:**

Payable to those only holding medical qualifications.

**CLINICAL ALLOWANCE:** Fifty per cent of the basic salary is payable to those assigned clinical duties besides teaching.

**NOTE:** Medical & Clinical Allowances shall not be paid simultaneously.

**HOUSING:** Free accommodation (apartment) will be provided. In case accommodation is not available Housing allowance as per entitlement would be granted, plus 50% of the Housing Allowance is paid only once in the whole period of service.

**GRATUITY:** A gratuity of half a month's salary per year is payable on proper termination of the Contract provided the period of employment has been 2 years or more. Should the period of service exceed five years the Gratuity shall be one month's salary for each year, including the first five years.

**VACATION:** 60 days annually.

**TRAVEL:**

Maximum four air tickets (First Class for Professors and Economy Class for the rest) are provided to and from the place of residence for the appointee including dependents.

**MEDICAL CARE:**

Free medical care is available to the contractees and their dependents in Government Hospitals, within the Kingdom.

**APPLICATIONS & LAST DATE:**

Applications, in English, including detailed curriculum vitae, one latest passport-size photograph and names/addresses of two referees, clearly indicating the subject and position applied for, both on the application and envelope, should reach:

The Dean, College of Medicine & Allied Sciences, King Abdulaziz University, P.O. Box 1540, Jeddah, Saudi Arabia.

The last date of receipt of applications is 1st MAY, 1977.

Selected applicants will be contacted in about a month after receipt of applications.

**Saudi Arabia**